

Západočeská univerzita v Plzni

Fakulta pedagogická

Bakalářská práce

**ČAS PŘÍTOMNÝ V ANGLICKÉM JAZYCE –
POROVNÁNÍ ANGLICKÝCH A ČESKÝCH FOREM A
VÝZNAMŮ**

Milena Kalabzová

Plzeň 2013

University of West Bohemia

Faculty of Education

Undergraduate Thesis

**SEMANTICS AND FORMS OF THE PRESENT TENSE
WITH REGARD TO THEIR CZECH EQUIVALENTS**

Milena Kalabzová

Plzeň 2013

Tato stránka bude ve svázané práci Váš původní formulář *Zadání bak. práce*
(k vyzvednutí u sekretářky KAN)

Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 17. dubna 2013

.....

Milena Kalabzová

ACKNOWLEDGMENTS

I would like to thank my supervisor PhDr. Mgr. Jarmila Petrlíková, Ph.D., for her advice and patient attitude and also my family for their support.

ABSTRACT

Kalabzová, Milena. University of West Bohemia. April, 2013. Semantics and forms of the present tense with regard to their Czech equivalents. Supervisor: PhDr. Jarmila Petrlíková, Ph.D.

This undergraduate thesis deals with the semantic and forms of the present tense with regard to their Czech equivalents. The work contains the theoretical part and the analysis of the individual excerpts. First, the theoretical background focuses on classification of a verb from syntactical and semantic point of view and the relation of these views to the tense system. Next, tense-aspect system is introduced with the stating of different views on this system in terms of forms and meaning and subsequently on present tense itself. Finally, from a chosen point of view, present tense is described and analyzed in terms of four main subcategories, along with their usages.

The Analysis explores 316 excerpts from the books *The Magic Finger* by R. Dahl and from the book *On Beauty* written by Z. Smith. The result of the research was provided by four tables and six diagrams and is represented by both the numeral and percentage count. The results showed that formally English present tense is translated into Czech by 94 % by means of tenses and by 6 % by non verbal construction. Generally English present tense was translated by 83 % by the present tense, by 10 % by the past and by 1 % by the future tense. In the work was taken into consideration not only the formal view but also the semantic of the tenses, both the English and the Czech ones. Simple and the continuous tenses correlated by 76 % with their Czech equivalences in terms of the same time present sphere relation. On the contrary present perfect tense was by 79 % viewed differently by past time sphere.

Keywords: tense, present tense, aspect, present simple tense, present continuous tense, present perfect tense, present perfect continuous tense, forms and meanings, semantic, telic, atelic,

TABLE OF CONTENTS

1 INTRODUCTION.....	1
2 THEORETICAL BACKGROUND	2
2.1 English Verbs	3
2.1.1 Syntactical-semantic classification of verbs	2
2.1.2 Semantic classification of verbs	3
2.1.2.1 States and events	3
2.1.2.2 Telic and atelic predications.....	4
2.2 Concept of Tense and Time.....	4
2.2.1 Tense-aspect system in English.....	5
2.2.2 English aspect.....	6
2.3 Present Tense.....	7
2.3.1 Simple present tense.....	8
2.3.1.1 Simple present tense usages	8
2.3.2 Present tense continuous	9
2.3.2.1 Present tense continuous uses	10
2.3.3 Present perfect tense.....	10
2.3.3.1 Four main uses of present perfect tense	11
2.3.3.2 Other uses of present perfect tense.....	11
2.3.4 Present perfect continuous.....	12
2.3.4.1 Usage of present perfect continuous	12
2.4 Present Tense in Czech Language.....	12
3 THE ANALYSIS	14
3.1 The Method of the Research	14
3.2 Analysis of Individual Excerpts	15

3.3 Result of the Analysis	51
4 THE CONCLUSIONS	58

1 INTRODUCTION

The undergraduate thesis deals with the forms and semantics of the present tense with regard to their Czech equivalents. I have chosen this linguistic topic since I find the comparison both very interesting and useful to study it in more detail since only by acquiring good understanding of how present tense is employed in English and what notions it may imply it is possible to choose the appropriate Czech equivalents and reach mutual comprehension. And vice versa. Another significant reason for selecting this topic is that having greater knowledge of present tense usage is highly helpful in my presumed teacher's practice.

The piece of work composes of three major chapters. The Introduction is followed by the parts of the Theoretical Background, the Analysis and the Conclusions. As far as the Introduction is concerned it presents the reason for choosing this topic and introduces the research questions. The first question inquires the relation between the particular forms and meanings of English present tense and its corresponding Czech ways of translations. The other research question investigates English present actual usages and how and to what extent their correspondent to the Czech meanings. Not only from a formal point of view but as well from a semantic one.

The Theoretical background of the study defines the groundwork for the research questions, this section deals with overall description of tense-aspect system and it shows the possible views on this topic. Present tense is subsequently described and analysed within one of potential view and there are depicted four main subcategories of present tense and their usages. The part of the Analysis deals with 316 examples of various English present tense usages and lays the foundation for answering the research questions in the part of Conclusions. The thesis is finished with the Summary written in Czech, where the brief summary of the whole work is found.

2 THEORETICAL BACKGROUND

2.1 English Verbs

Verb is a word that may convey an action, an existence or an occurrence. In terms of part-of-speech classification, verbs relate either to the open-class category or to a closed-class category and their function as a clause constituent is realized by the verb phrase. When divided according to their function we can recognize the category of Full verbs which belongs to the open classes and the categories of Primary and Modal verbs that are the members of closed-class categories. Full verbs have the meaning on their own and can act just as main verbs, Modal verbs act only as an auxiliary verb along with Primary verbs which can additionally operate as main verbs too (Quirk, Greenbaum, Leech, & Svartvik, 2004).

The verb phrase involves an obligatory head element and optionally one or more dependents of which auxiliary verbs function as dependents and the main verb can be preceded up to four auxiliaries such as modal, perfect (to have), progressive (to be) or passive (to be) auxiliaries. The verb phrase that contains only the main verb is called a simple verb phrase. The complex verb phrase comprises (except the main verb) of at least one auxiliary, functioning as an operator of a phrase. The relative auxiliary order in the complex verb phrase is rigidly fixed, and what is significant: “that each auxiliary determines the inflectional form of the following verb” (Huddleston, 1989, p. 130).

The verb phrase can be marked by categories of Person, Tense, Aspect, Voice and Modality.

2.1.1 Syntactical-semantic classification of verbs.

Dušková et al. (2006) argues that in terms of the syntactical-semantic view, the verbs differ according to whether the verb acquires the completion and subsequently what kind of completion it may constitute. We can distinguish the Copular verbs (or Linking verbs) that contain little or none of the lexical meaning and require a complement to acquire it.

Further, full verbs may be viewed as intransitive verbs or transitive verbs, depending on the concrete valency of a verb. Intransitive verbs do not require the complementation (except for the obligatory subject) thus take no direct object. On the contrary, transitive verbs require one or more objects to complete the semantic meaning presented by the full verb.

2.1.2 Semantic classification of verbs.

2.1.2.1 States and events.

To determine the semantic category of a particular verb is crucial in connection within the English Tense-Aspect-Mood system of tenses as very often the nature of the verb, when is combined with the categories of aspect, may convey different kinds of meanings in the verb phrase, depending on the notion which the speaker wants to express (Celce-Murcia and Larsen-Freeman, 1983). According to Leech (1989) the basic semantic division of verbs is that into states and events (dynamic) ones. Stative verbs (verbs of state) express mainly feelings and states events, are undifferentiated, lack specific limits while event verbs refer to action, and can be differentiated: have a beginning and an end and may be applied in all tenses (Leech, 1989).

It is vital, however that if we want to understand the division of verbs in terms of semantic meanings correctly it is essential to bear in mind that instead of referring to static and events verbs we should talk about state meanings (or senses) or event meanings of the verbs. Leech (1989) points out the fact, that those two main semantic categories are used as labels for verbs, the state or event meaning is inherent in all verbal usage and this fact is primary important in terms of English progressive aspect, which is traditionally said not to be combined with stative verbs, but precisely speaking, progressive aspect is usually not used with verbs denoting stative meaning. As Celce-Murcia and Larsen-Freeman (1983) observe, “many stative verbs – even the copula be – have nonstative counterparts that are active

in meaning. “ (p. 72).

This summary represents only the basic overview since it is not the exact topic of my theses to deal with it in greater detail.

2.1.2.2 Telic and atelic predications.

Further semantic division of verbs applies to the classification of verbs into telic and atelic categories. Dušková et al. (2006) claim that verbs with dynamic meanings can include both telic and atelic predications whereas states meanings of the verbs mostly include only atelic predications, depending on the context. Thus while determining the semantic category of a verb in terms of telic and atelic categories it is fundamental to take into account the whole context of the predication since a significant role plays here the type of complementation of the verb phrase itself. Huddleston (2002) defines telic predication that “have an inherent terminal point beyond which they cannot continue” (p. 120). On the contrary, atelic ‘verbs’ exhibit no limits and bounds and the situation may continue indefinitely. Huddleston next defines accomplished predications as telic; the telic meaning may be gained by adding a complement to an atelic verb and hence the bounded meaning of the predication is obtained. The distinguishing of these semantic sub-categories is needful in correspondence within the English Tense-Aspect system. Atelic and telic predications may suggest or imply different kinds of meanings while used either with simple or progressive forms or with perfect or non-perfect forms of a verb phrase (Dušková et al., 2006).

2.2 Concept of Tense and Time

When dealing with English Present tense or with English tense system generally, several difficulties one may encounter with. Firstly, it is actually hard to establish how many tenses English language has. The number can vary from the number of two, three, up to twelve, thirteen or more, depending on the view of a particular grammarian. Next, various

grammarians cannot come to an agreement how to classify the perfect form of a verb; whether it should belong to a tense or to an aspect category. Some grammarians even doubt the English aspect category itself (Dušková et al., 2006). According to Leech (1989) these discrepancies are caused by the disunited layout and terminology in the area of tense system. Leech sees the main problem in the overlapping relationship between grammar (form) and meanings. Hence Quirk et al. (2004) argue that it is important to distinguish three principal levels related to notions of present and past in order to understand it. The first level is a referential interpretation, where time is represented as a line on which the present moment is a constantly moving point and the future is everything ahead of that point and past is everything behind it. On this level we can distinguish either Absolute or Relative tenses. The second level is a semantic one, we can refer to the categories of past, present and future time. Binnick (1991) sees this semantic “time” view as the one that people usually associate with the notion of tense. The third level is a grammatical level, where time is referred to in categories of tenses (Quirk et al., 2004).

2.2.1 Tense-aspect system in English.

One of the difficulties with English tense-system is that on a grammatical level there are recognized only two tenses, present and past, which are morphologically expressed by the verb inflection; hence future “tense” is not in this point of view a formal category. With accordance to this recognition, “tense is a grammatical category referring to the location of a situation in time” (Greenbaum, 1996, p. 253). English tense system is not a problematic one only because it can be viewed from different levels but as well as due to the fact that English aspect is not a unified concept and moreover is strongly interconnected with the English tenses with which therefore can create several sub-categories that can be differently “labeled” (Leech, 1989).

2.2.2 English aspect.

Binnick (1991) claims that the term “Aspect” comes from Slavic languages, where the term „*vid*“ and a term “Aspect” are etymologically connected in the meaning of *view or look at*. However, contrary to English, Slavic concept of aspect is fully grammaticized and morphologically marked. Binnick (1991) argues that: “Tense is so closely interwoven with aspect that no account of tense alone can hope to adequately account for the uses of verb forms” (p. 456). Quirk et al. (2004) state that aspect is not a deictic category, like tense, and “reflects the way in which the verb action is regarded or experienced with respect to time” (p. 188). In their concept there exist two aspect structures, one is perfective and the other one is a progressive one. The progressive form is formed by the auxiliary verb *be* + the *-ing* participle of a verb and is often presented in opposition with the non-progressive, unmarked forms (simple forms). Basically progressive forms may indicate that the happening of a situation may be in progress; that has duration and the duration may be limited and it may convey as well a certain incompleteness of an action, all depending on the semantic type of the verb. Perfective aspect is formed by an auxiliary verb *have* + the *-ed* participle of a verb. Perfect forms are frequently stated in opposition with non-perfect forms. Perfective forms signal mainly anterior time (Quirk et al., 2004). Dušková et al. (2006) along with Quirk et al. (2004) and other grammarians do not see that the perfective function dwells in completeness or incompleteness of the action, as some grammarians suggest, but that its chief function rests in different temporal reference. Therefore Celce-Murcia and Larsen-Freeman (1983) argue that the only true English aspect marker is the progressive form because it shows whether the activity in progress is and hence incomplete, no matter tense it is combined with. In this view a perfective form may be considered as a part of an English tense system. Huddleston (1989), however, though he agrees with the fact that the system of perfect aspect is much more related to the tense system than the progressive one, points out that when using perfect forms of a

verb the emphasis is laid on the state that the speaker has in mind and **not** on the actual temporal location. Huddleston (1989) along with Duškova (2006) stress that choosing the “right” tense or aspect forms may be very often highly subjective decision and frequently it is the personal viewpoint and the context which determine the fitting verb form. Dušková et al. (2006) notes that, on the contrary to the Czech language, in English tense categories do not correspond with semantic time categories and formal verb categories may represent several different meanings and the other way round, various meanings may be expressed by various formal structures. Hence she emphasizes the importance of recognition the subjective speaker’s approach or a view.

2.3 Present Tense

As has been stated, present tense may be part of various tense systems, in accordance with the personal viewpoint and attitude of a particular grammarian. In this work, present tense will be dealt mainly in the view of the tense-aspect system by Greenbaum (1996); the viewpoint of a grammatical level.

As has been introduced, from a morphological point of view there are only two tenses; the present and the past one and the splitting into those two basic categories is made by the form of the first or the only verb in the verb phrase. Hence Greenbaum (1996)) points out that present tense is signaled by the base form of the verb in the verb phrase except for the third person singular which is marked by the *-s* form (modals take always the base form). According to Greenbaum (1996) aspect is always combined with tense and the combination of a perfect (and unmarked non-perfect) forms or progressive (and unmarked non-progressive) forms has resulted into four formal tense-aspect categories of a present tense; categories of simple present, present perfect, present progressive and present perfect progressive. All four corresponding forms have several uses and may refer to different time spheres and the uses are going to be described separately in the next listing.

2.3.1 Simple present tense.

Simple present tense is a tense which is unmarked both for aspect and mood. Simple present tense (SPT) has several uses and may refer to present, past or future time. It is generally used to talk about permanent situation, things that occur regularly or happen all the time (Quirk et al. 2004).

2.3.1.1 Simple present tense usage.

Simple present tense forms (SPT) with reference to present time, according to Carter, Mc Carthy, Mark and O'Keeffe (2011):

- General truths and facts about the world – used with stative verb meaning, SPT is used without reference to particular time. SPT includes general timeless statements like proverbial, scientific, geographical or mathematical statements; e.g. *Four and four make eight*. SPT also expresses general facts that we consider true and permanent at the present time. e.g. *I hate my job*. (Quirk et al. 2004)
- Regular and habitual events – used mainly with dynamic verb meanings, SPT refers to habitual, repeated action in present time. SPT is often used with frequency adverbials to specify the frequency of the repetition such as *always*, *seldom*, *every day* etc.
- Instructions and directions – used mainly with verbs of dynamic meaning, where it is referred to a single action that begun and is completed at the moment of speech Quirk et al. (2004): e. G. *You get off at the stop after the museum*.
- Stories and commentaries – often used to describe a series of actions that goes one after another one. Used with dynamic verbs mainly. e.g. *O'Brien blocks*.
- Immediate reactions – used with verbs of sense and perception (stative

meaning) to talk about feelings, reactions at the moment of speaking. e.g.

Where does it hurt?

- Speech act verbs – used with performative verbs such as *promise, swear, agree..*

Simple Present tense forms with reference to the future

- Timetables and plans – present form is used when talking about future events that are section of some timetabled arrangement, routines. Used mainly for unchangeable, fixed situations. e.g. *The plane lands at 5.30 tomorrow.*
- For future reference in subordinate clauses – used in time clauses, conditional clauses, after the expression such as *suppose, what if, supposing*, e.g. *When you get there, call me back please.*

Simple Present tense forms with reference to the past Quirk et al. (2004)

- Historical present – pt is used mainly in colloquial narratives in order to raise more vivid description; it should convey that the event is happening at present.
- Verbs of communication – it covers such verbs as hear, learn, and understand, say, which refer to the receptive ending of the communication process.
- Newspaper headline-used to report recent events.e.g. *Trade union back merger*

2.3.2 Present tense continuous.

Generally Present Continuous tense (PC) is used when we speak about events that are in a progress at the moment of speaking and according to Quirk et al. (2004) the time of orientation is present moment and the verb action, due to the progressive aspect, can be viewed as stretched into the future and into the past.

2.3.2.1 Present tense continuous uses (Carter et al., 2011)

- Events at the time of speaking – PC signals here its main function, temporariness, and suggest that an action is in progress. e.g. *I'm cooking now...*
- Temporary states – PC is used when temporary states are spoken about. e.g. *Her mother's living with her at the moment.*
- Repeated temporary events – PC is used as well for actions that are regular or repeated, nevertheless, are viewed as temporary. e.g. *I'm not drinking much coffee these days.*
- Change – PC is used when talking about a gradual change. e.g. *They're building a new stand at the football ground.*
- Regular unplanned events – PC used with word like *always, constantly, continually...* to describe events that are regular, however not viewed as wanted, planned. e.g. *I'm constantly spilling things.*
- Plans and arrangements – for the future meaning, present continuous is used when planned future events are discussed. There is an indication of firm intention. e.g. *We're moving to Cambridge in July.*

2.3.3 Present perfect tense.

According to Leech (1989), there are two main ways past time can be referred to by means of verb forms. One way is by the means of a past tense form, the other one is through a perfect aspect forms. Leech generally (1989) states that, “the Perfect aspect is used for a past happening which is seen in relation to a later event or time” (p.35). However, while past tense is primarily used with reference to the distinct past time, with a definite point of orientation in the past, with Present Perfect tense (PPT) there is a difference of viewpoint. Although both tenses may refer to past time and are in some cases interchangeable, we should

bear in mind that PPT is used mainly with connection to the present moment; to the present point of orientation (Leech, 1989).

As Huddleston (1989) points out the choice of PPT is “not determined by the actual temporal location of the situation, but depends on the speaker’s subjective conception of it” (p. 159).

2.3.3.1 Four main uses of present perfect tense (Leech, 1989)

- State-up-to-the-present – used with a state verbs meaning; this may cover past and present time and even extent into the future. e.g. We’ve *lived here all our lives*. This usage is mostly accompanied by an adverbial duration.
- Indefinite past (at-least-once-in-a-period-leading-up-to-the-present) – used mainly with stative ‘verbs’ in situations where actual time in the past is unimportant, what is significant that the matter took place in the experience of the person. E. G. *Have you been to America?*
- Habit-in-a-period-leading-up-to-the-present – PPT is used here mainly for ‘events and state verbs and adverbial of duration is usually required. E. G. *The machine has been serviced every month since we bought it.*
- Resultative past – PPT is used in reference to a past situation to indicate that the result of the action is still relevant to the present moment. This meaning is most visible with transitional event verbs where it denotes the switch from one state to another one. E. G. *The taxi has arrived.*

2.3.3.2 Other uses of present perfect tense (Quirk et al., 2004)

- To report a piece of news – this usage should imply the connotation of recency. Used often in news or newspaper headlines to introduce a piece of news.

- Temporal clauses – present perfect here refers to future events after time expressions such as after, when, until, once etc. e.g. *When he has left prison, he will be travelling a lot.*

2.3.4 Present perfect continuous.

Present perfect continuous (PPC) is a combination of meanings of both aspects, perfect and progressive one. Generally it is used when talking about ongoing situations which started in the past and are still continuing to the present moment, or have just finished (Quirk et al. 2004)

2.3.4.1 Usage of present perfect continuous (Carter et al., 2011)

- Recent past activities – PPC is used when talking about a finished activity in the recent past and the focus is on the activity itself. The result of the action is still visible in the present: e.g. *I've just been cleaning the car.*
- One continuing event – PPC is used for a single activity that started in the past and is still continuing. e.g. *I've been reading your book – it's great.*
- Repeated continuing events – PPC is used to talk about repeated activities which began at a particular time in the past and are still going on until now. e.g. *I've been going to Spain on holiday every year since 1987.*
- How long...? - PPC is often used for asking and answering questions about the duration of the activity. e.g. *How long have you been waiting for me?*

2. 4 Present Tense in Czech Language

Czech verbs can be expressed in basic categories of person, number, mood, tense, aspect and gender. Czech tense is a category which is subordinate to the mood category. A Czech verb can express three tenses by its forms; present past and future tenses. The initial

point of orientation is the time of the speech; therefore, Czech Present tense is a non-marked tense expressing the action that is happening at the time of the speech (Čechová et al. 2000). The past tense relates to events realized before the moment of the speech and future time relates to the actions which will take place after the “speech moment”. According to Čechová et al. (2000) it is vital to distinguish the system of present **forms**, a paradigm view, from the semantic meanings of those forms. It may be complicated due to the ability of a verb in the Czech language to express aspectual forms and meanings. Czech category of aspect is combined with the category of tense in order to express different progress of the event and most Czech verbs can possess either perfective or imperfective forms. According to Čechová et al. (2000) Czech Perfective aspect combined with the Present tense forms semantically express usually the future verb meaning (FM) e.g. *přijedu, dopíšu* etc.

Perfective forms express the actions that are or will be finished or completed after the moment of the speech and it is provided mainly by the means of prefixes or suffixes.

Imperfective forms do not show this kind of verb finiteness. Therefore the progress of the action and the bounded, completed meaning express perfective verbs forms whereas the integrity of the action, its non-bounded meaning, is given by the imperfective forms. The present tense forms can express either actual events, that are happening at the time of the speech or and non-actual present, which refer to the permanent situations, truths and facts. However, the ability to express the actual present events possess only verbs with imperfect meaning, not perfective forms (Čechová et al., 2000).

According to Dušková et al. (2006) Czech category of aspect does not correspond with the English category of aspect and therefore, from Dušková et al. point of view, English Perfect aspect should be considered as the tense category and Progressive aspect should be recognized as a tense-aspect one. Dušková et al. (2006) claim that English Progressive aspect corresponds to a Czech Imperfect aspect but vice versa it is true only for the events taking

place at the time of speaking. For example, *John is smoking*, corresponds with Czech imperfect translation for the actual situation: *Jan kouří*, however, for non-actual meaning of *Jan kouří*, the vice versa translation would be: *John smokes* (Dušková et al., 2006).

3 THE ANALYSIS

3.1 The Method of the Research

This chapter describes the method of the research. In the forthcoming analysis there are stated 316 extracts, however, after the careful examination, there was found the total number of 322 samples for the analysis and this final number will be taken into account while dealing with the results of analysis. From the total number of 316 extracts, the first 85 excerpts were taken from the book *The Magic Finger* (R.Dahl, 2001) and for the translation purposes was used the Czech audio tape record *Kouzelný Prst* (AudioStory, 1994). The rest 231 excerpts were taken out of the book *On Beauty* (Z.Smith, 2005) and the corresponding Czech translations were provided from the book *O Kráse* (Z. Smithová, 2006), translated by Petra Diestlerová. First in the analysis appear English original sentence, followed by the Czech translated version. Individual English examples of Present tense usages are marked by numbers and analyzed after the given Czech translation.

First, the verb predication is classified according to four main subdivisions of Present tense; Simple Present tense, Present Continuous tense, Present Perfect and Present Perfect Continuous tense. Next, in each four categories is stated the concrete usage of the particular tense, according to the context of the given clause. This is followed by the semantic classification of the verbs by distinction between telic and atelic predication and differentiation between state and dynamic meaning of the concrete verb usage.

In defying the Czech translation was first recognized the tense, whether it was Present, Past or Future and subsequently the type of Czech aspect; Imperfect or Perfect. For the analysis purpose, both the English and the Czech predications were classified according to a formal point

of view and there are marked those cases where Czech present tense usage semantically expresses different time meaning than the present one. All the extracts were translated into Czech indicative mood, which was not marked but for the few cases – their different mood was labeled.

However, not all English predications were translated into Czech language only by tense-aspect means and those cases will be taken into account in the Result of the analysis.

3.2 Analysis of Individual Excerpts

In the subsequent analysis, abbreviations are used as follows (in alphabetical order):

A – Atelic predication

D – Dynamic meaning

FM- Future meaning

PC – Present continuous

PPC – Present Perfect Continuous

PPT – Present Perfect tense

S – Stative meaning

SM – Subjunctive mood

SPT – Simple Present tense

T – Telic predication

(1) *The farm next to ours is owned by Mr and Mrs Gregg* (Dahl, 2001, p.1)

Statek co sousedí s naším statkem, patří panu Frejkovi a paní Frejkové.

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect,

(2) *The Greggs have two children* (Dahl, 2001, p.1)

Gregovi mají 2 děti.

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect

(3) *Their names are...* (Dahl, 2001, p.1)

Jmenují se...

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect

(4) *Sometime I go over to their farm to play with them.* (Dahl, 2001, p.1)

Někdy si k nim chodívám hrát.

EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, Imperfect

(5) *I am a girl and I am eight years old.* (Dahl, 2001, p.1)

Já jsem holčička a je mi osm.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect

(6) *Philip is also eight years old.* (Dahl, 2001, p.1)

Filipovi je taky osm.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect

(7) *William is three years older. He is ten.* (Dahl, 2001, p.1)

Vilda je o tři roky starší. Je mu deset..

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect

(8) *He is eleven.* (Dahl, 2001, p.1)

Je mu jedenáct.

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect

(9) *I am going to tell you about it as best I can...* (Dahl, 2001, p.1)

Vypovím Vám to, jak nejlíp dokážu.

EN: PC, Plans and arrangements, A/D; CZ: Present tense, FM, Perfect,

(10) *It doesn't seem right to me that...* (Dahl, 2001, p.2)

Nepřipadá mi správné, aby...

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(11)*That's an easy one.* (Dahl, 2001, p.5)

To je lehký.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(12)*You are a stupid little girl!* (Dahl, 2001, p.5)

Jsi hloupá holčička!

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect,

(13)*I am not a stupid little girl! I am a very nice little girl.* (Dahl, 2001, p.5)

Nejsem hloupá, jsem moc hodná holčička!

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect,

(14) (15) (16) [1]...*but if any of you are wondering* [2] *whether Mrs. Winter is quite all right again now,* [3] *the answer is No.* (Dahl, 2001, p.7)

..ale pro případ jestli Vás někoho zajímá, jestli paní Winterová je zase v pořádku, tak musím odpovědět, že není.

1. PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

2. SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect

3. SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect

(17) (18) [1] *The magic Finger is something* [2] *I have been able to do all my life.* (Dahl, 2001, p.8)

To s tím kouzelným prstem umím odjakživa.

1. SPT, General truths and facts, A/ S; CZ: Verb omitted,

2. PPT, State-up-to-the-present, A/ S; CZ: Present tense, Imperfect,

(19)*I can't tell you* [1] *just how I do it,* [2] *because I don't even know myself.* (Dahl, 2001, p.8)

Nedokážu Vám říci, jak to dělám, protože to sama nevím.

1. EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(20) [1] *But it always happens* [2] *when I get cross* [2] *when I see red.* (Dahl, 2001, p.8)

Ale dojde k tomu vždycky, když se rozzlobím a když se mi udělá rudo před očima.

1. EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, FM, Perfect,

2. EN: SPT, For future reference in subordinate clauses, A/ D; CZ: Present tense, FM, Perfect,

(21) *Then I get very, very hot all over....* (Dahl, 2001, p.8)

A pak se mi rozlije po celém těle horko..

EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, FM, Perfect,

(22) *Then the tip of the forefinger begins to tingle most terribly...* (Dahl, 2001, p.8)

A začne mě strašlivě svrbět koneček ukazováčku ...

EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, FM, Perfect,

(23) *And suddenly a sort of flash comes out of me....* (Dahl, 2001, p.8)

A najednou za mě vyšlehne takový jakoby záblesk..

EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, FM, Perfect,

(24) (25) [1] *It jumps out and touches the person* [2] *who has made me cross.* (Dahl, 2001, p.8)

Vyskočí a zasáhne člověka, co mě rozzlobil.

1. EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, FM, Perfect,

2. EN: PPT, Resultative past, A/ D CZ: Past tense, Perfect,

(26) *..and things begin to happen.* (Dahl, 2001, p.9)

... a tak to začne.

EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, FM, Perfect,

(27) *This is the best day yet.* (Dahl, 2001, p.10)

To tu ještě nebylo!

EN: SPT, General truths and facts, A/ S; CZ: Past tense, Perfect,

(28) *That's funny.* (Dahl, 2001, p.12)

To je zvláštní.

EN: SPT, Immediate reactions, A/S; CZ: Present tense, Imperfect,

(29) *What on earth are they doing?* (Dahl, 2001, p.12)

Co to pro všechno na světě dělají?

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(30) *It's the light.* (Dahl, 2001, p.13)

To dělá to světlo.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(31) *It's getting too dark to see. Let's go home.* (Dahl, 2001, p.13)

Stmívá se a už není dobře vidět. Pojďme domů.

EN: PC, Change, A/ D; CZ: Present tense, Imperfect,

(32) *Where is my hand?* (Dahl, 2001, p.16)

Kde mám ruku?

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(33) *...what's happened to you.* (Dahl, 2001, p.18)

Co se ti to stalo?

EN: PPT, Resultative past, A/ D; CZ: Past tense, Perfect,

(34) *You are much too high.* (Dahl, 2001, p.19)

Jste moc vysoko!

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect,

(35) *Do you think...* (Dahl, 2001, p.20)

Ty myslíš, že..

EN: SPT, Immediate reactions, A/S; CZ: Present tense, Imperfect,

(36) *I don't see why not.* (Dahl, 2001, p.20)

Proč by ne.

EN: SPT, Immediate reactions, A/S; CZ: Verbal ellipses,

(37) (38) [1] *I've always wanted to know* [2] *what it feels like to be a bird!* (Dahl, 2001, p.21)

Odjakživa jsem si přál poznat jaký je to pocit, když je člověk pták!

1. EN: PPT, State-up-to-the-present, A/S; CZ: Past tense, Perfect,

2. EN: SPT, General truths nad facts, A/ S; CZ: Present tense, Imperfect,

(39) *They are really asking for it this time!* (Dahl, 2001, p.12)

Tentokrát to schytají!

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, FM, Perfect,

(40) *Your wings are not getting tired.* (Dahl, 2001, p.21)

Nemáš ještě unavený křídla.

EN: PC, Change, A/ D; CZ: Present tense, Imperfect,

(41) *Somebody is walking in our garden!* (Dahl, 2001, p.21)

Někdo nám chodí po zahradě.

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(42) *That's my house.* (Dahl, 2001, p.22)

To je můj dům.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(43) *They have taken our house!* (Dahl, 2001, p.24)

Vzali nám dům.

EN: PPT, To report a piece of news, T/ D; CZ: Past tense, Perfect,

(44) *We have no place to go!* (Dahl, 2001, p.24)

Nemáme kam jít.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(45) *I want to sleep in my own bed!* (Dahl, 2001, p.24)

Já chci do své postele.

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(46) *...what are we going to do?* (Dahl, 2001, p.24)

...co budeme dělat?

EN: PC, Plans and arrangements, T/ D; CZ: Future tense, Imperfect,

(47) *We are going to build a nest.* (Dahl, 2001, p.24)

Postavíme si hnízdo.

EN: PC, Plans and arrangements, T/ D; CZ: Present tense, FM, Perfect,

(48) *Now we want sticks.* (Dahl, 2001, p.26)

Teď potřebujem klacíčky.

EN: SPT, Instructions and directions, A/ S; CZ: Present tense, Imperfect,

(49) *I want more.* (Dahl, 2001, p.26)

Chci jich víc.

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(50) *But we have no hands!* (Dahl, 2001, p.26)

Ale vždyť my nemáme žádné ruce.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(51) *We haven't had a thing to eat all day.* (Dahl, 2001, p.29)

Celý den jsme neměli v puse.

EN: PPT, Resultative past, A/ S; CZ: Past tense, Perfect,

(52) *One of them is lying in my bed.* (Dahl, 2001, p.31)

Jedno leží v mé posteli.

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(53) *And one of them is playing with...* (Dahl, 2001, p.31)

A jedna si hraje s mým...

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(54) *They have taken over our whole house!* (Dahl, 2001, p.31)

Zabrali nám celej dům.

EN: PPT, To report a piece of news, T/ D; CZ: Past tense, Perfect,

(55) *And what are we going to eat?* (Dahl, 2001, p.31)

A co budeme jíst?

EN: PC, Plans and arrangements, A/ D; CZ: Future tense, Imperfect,

(56) *Just because we have wings ...* (Dahl, 2001, p.32)

Jenom protože máme křídla...

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(57) *Our trees are full of them.* (Dahl, 2001, p.32)

Na stromech je jich plno.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(58) *But to eat an apple without holding it in your hands is not at all easy.* (Dahl, 2001, p.33)

Jenže jíst jablko a nedržet ho v ruce, to není jen tak.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(59) [1] *Every time you try to get...* [2] *it just pushes away.* (Dahl, 2001, p.33)

Pokaždé, když se člověk chce do něj zakousnout, uhne.

1. EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, Imperfect

2. EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, FM, Perfect,

(60) *Who is it?* (Dahl, 2001, p.35)

Kdo je tam?

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(61) *What has it done to my friends?* (Dahl, 2001, p.35)

Co to jen provedl mým kamarádům.

EN: PPT, Resultative past, T/ D; CZ: Past tense, Perfect,

(62) *Thank goodness that's over!* (Dahl, 2001, p.38)

Díky nebesům, že to skončilo.

EN: SPT, Immediate reactions, A/ S; CZ: Past tense, Perfect,

(63) *I never want to sleep in a nest again.* (Dahl, 2001, p.38)

Už nikdy nechci spát v hnízdě.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(64) *What is it?* (Dahl, 2001, p.38)

Co se děje?

EN: SPT, Immediate reactions, A/S; CZ: Present tense, Imperfect,

(65) *You are always shooting at us.* (Dahl, 2001, p.40)

Vy po nás taky v jednom kuse střílíte.

EN: PC, Regular unplanned events, A/ D; CZ: Present tense, Imperfect,

(66) *Now we are going to allow each other...* (Dahl, 2001, p.40)

Tak my si teď navzájem dovolíme...

EN: PC, Plans and arrangements, A/ D; CZ: Present tense, FM, Perfect,

(67) *Who allows you?* (Dahl, 2001, p.40)

Kdo Vám to dovolil?

EN: SPT, Speech act verbs, A/ S; CZ: Past tense, Perfect,

(68) *We allow each other.* (Dahl, 2001, p.40)

My si to dovoluji navzájem.

EN: SPT, Regular and habitual events, A/ S; CZ: Present tense, Imperfect,

(69)*My two little children are up here with us.* (Dahl, 2001, p.40)

Jsou tady nahoře mé dvě malé děti.

EN: General truths and facts, A/ S; CZ: Present tense, Imperfect,

(70)*Do you really mean that?* (Dahl, 2001, p.41)

Opravdu?

EN: SPT, Immediate reactions, A/S; CZ: Verb omitted, replaced by adverbial,

(71)*I do mean it.* (Dahl, 2001, p.41)

Opravdu.

EN: SPT, Immediate reactions, A/S; CZ: Verb omitted, replaced by adverbial,

(72)*That is not good enough.* (Dahl, 2001, p. 41)

To nestačí.

EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect,

(73) *Our wings have gone! And our arms have come back!* (Dahl, 2001, p.48)

Zmizela nám křídla! A vrátily se nám paže!

EN: PPT, Resultative past, T/ D; CZ: Past tense, Perfect,

(74)*And we are not tiny any more!* (Dahl, 2001, p.48)

A už nejsme malinkatý.

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(75)*I am so glad.* (Dahl, 2001, p.48)

To jsem ráda.

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(76)*My name is not ...* (Dahl, 2001, p.54)

Já už se nejmenuju...

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(77)*I have changed it from Gregg to Egg.* . (Dahl, 2001, p.54)

Změnil jsem to z Frejky na Čejku.

EN: PPT, To report a piece of news, T/ D; CZ: Past tense, Perfect

(78)*And I am Mrs. Egg...* (Dahl, 2001, p.54)

A já jsem paní Čejková.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(79) *It's a mess.* . (Dahl, 2001, p.56)

Je tu pěkný nepořádek...

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(80)*If you don't believe us...* (Dahl, 2001, p.56)

Když nám nevěříš,...

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(81)*Ducks like water.* (Dahl, 2001, p.56)

Kachny vodu milují.

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(82)*I am glad that ...* (Dahl, 2001, p.56)

Já jsem rád, že...

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(83)*Someone's shooting!* (Dahl, 2001, p.56)

Někdo střílí!

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect

(84)*What's up?* (Dahl, 2001, p.57)

Co se děje?

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(85) *Where are you going?* (Dahl, 2001, p.57)

Kam utíkáš?

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect

(86) *I'm just going to keep on keeping on with these mails* - (Smith, 2005, p.3)

Rozhodl jsem se, že tyhle maily budu psát sám... (p.13)

EN: PC, Plans and arrangements, A/ D; CZ: Past tense, Perfect,

(87) *I'm no longer expecting you to reply...* (Smith, 2005, p.3)

Už nečekám, že mi odpovíš, .. (p.13)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(88) *...but I'm still hoping you will.* (Smith, 2005, p.3)

Ale pořád doufám, že to uděláš. (p.13)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(89) *...if that makes sense.* (Smith, 2005, p.3)

Jestli to dává nějaký smysl. (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(90) *Well, I'm really enjoying everything.* (Smith, 2005, p.3)

Jsem tu nadšený úplně ze všeho. (p.13)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(91)(92) (93) [1] *I work in Monty Kipps's own office (did you know that [2] he's actually Sir Monty??), [3] which is in the Green Park area.* (Smith, 2005, p.3)

Pracuji přímo v kanceláři Montyho Kippse (věděl jsi, že ve skutečnosti je sir Monty??), která je ve čtvrti Green Park. (p.13)

1. EN: SPT, General truths and facts, A/ D; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

3. EN: General truths and facts, A/ S; CZ: Present tense, Imperfect,

(94) *It's me and a Cornish girl called Emily.* (Smith, 2005, p.3)

Dělám tam jen já a jedna holka z Cornwallu... (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(95) *She's cool.* (Smith, 2005, p.3)

Je fajn. (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(96) (97) [1] *There's also three more yank interns downstairs (one from Boston) so [2] I feel pretty much at home.* (Smith, 2005, p.3)

V přízemí jsou na stáži tři Amíci (jeden z Bostonu!), takže se tu cítím skoro jako doma. (p.13)

1. EN: SPT, General truths and facts, A/ S; CZ: Present time, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present time, Imperfect,

(98) *I'm kind of an intern with the duties of a PA....* (Smith, 2005, p.3)

Já jsem zaměstnaný víceméně jako stážista s povinnostmi... (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Present time, Imperfect,

(99) (100) (101) (102) [1] *Monty's work is much more than the academic stuff: [2] he's involved with the Race Commission, [3] and he has Church charities in Barbados, Jamaica, Haiti, etc. - [4] he keeps me really busy.* (Smith, 2005, p.3)

Montyho práce se neomezuje jen na univerzitu: působí v Komisi pro rasové otázky a spravuje církevní charity na Barbadosu, Jamajce, Haiti atd., takže mě fakt dost prohání. (p.13)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ D; CZ: Present tense, Imperfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

4. EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, Imperfect,

(103) (104) [1] *Because it's such a small set-up*, [2] *I get to work closely with him-* (Smith, 2005, p.3)

Protože je to taková malá kancelář, spolupracuji s ním hodně úzce -

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, Imperfect,

(105) (106) [1] *I'm living with the family now*, [2] *which is like being completely integrated into something new.* (Smith, 2005, p.3)

A teď navíc i s jeho rodinou bydlím a mám pocit, jako bych se začleňoval do něčeho naprosto nového. (p.13)

1. EN: PC, Temporary states, A / D; CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(107) *You didn't respond, so I'm imagining your reaction.* (Smith, 2005, p.3)

...takže si tvoji reakci jen představuju. (p.13)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(108) *The truth is ...* (Smith, 2005, p.3)

Po pravdě řečeno, ... (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(109) *The Kippses aren't under any obligation to me.*, (Smith, 2005, p.3)

Ačkoli mi Kippsovi vůbec nic nedluží... (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(110) *I've been in their place a week now*,... (Smith, 2005, p.3)

Už u nich bydlím týden... (p.13)

EN: PPT, State-up-to-the-present, A/ S; CZ: Present tense, Imperfect,

(111) (112) (113) [1] *I know you want me to tell you* [2] *it's a nightmare, but I can't* – [3] *I love living here.* (Smith, 2005, p.3)

Vím, že chceš, abych ti napsal, že je to pro mě noční můra, ale nemůžu – strašně se mi tady líbí. (p.13)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(114) *It's a different universe.* (Smith, 2005, p.3)

Ocitl jsem se v úplně jiném světě. (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Past tense, Perfect,

(115) *The house is just wow - ...* (Smith, 2005, p.3)

Ten dům je prostě parádní... (p.13)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(116) .. [1] *but there's still a kind of humility* [2] *that really appeals to me* - ... (Smith, 2005, p.4)

-přesto z něj číší jistá pokora, která mě okouzluje. (p.14)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(117) *I think of it as the negativized image of our house sometimes.* (Smith, 2005, p.4)

Někdy si říkám, že je to negativ našeho domu. (p.14)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(118) (119) (120) (121) [1] *It's in this bit of North London called 'Kilburn',* [2] *which sounds bucolic, but boy oh boy* [2] *is not bucolic in the least except for this street* [3] *we live on off the 'high road',* [4] *and it's suddenly like you can't hear a thing and* (Smith, 2005, p.4)

Stojí v londýnské čtvrti, která se jmenuje Kilburn, což zní jako nějaká pastorální venkovská idyla, ale věř mi, nic idylického na tom není, až na tu ulici, kde bydlíme:

jenom odbočíš z hlavní silnice a najednou neslyšíš vůbec nic a(p.14)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

4. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(122) (123) (124) (125) [1] *The family are another thing again* - [2] *they deserve more space and time than* [3] *I have right now* [4] *(I'm writing this on my lunch hour)*. (Smith, 2005, p.4)

Rodina sama by byla na dlouhé povídání, zaslouží si, abych jim věnoval víc prostoru a času, než právě teď mám (tohle píšu o polední pauze). (p.14)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, SM, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, FM, Perfect,

3. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

4. EN: PC, Events at the time of speaking, A/ D; CZ: Present, Imperfect,

(126) *But, in brief: one boy, Michael, nice, sporty. A little dull, I guess.* (Smith, 2005, p.4)

Ale alespoň stručně: jeden syn, Michael, příjemný, sportovní typ. Možná trochu suchar. (p.14)

EN: SPT, Immediate reactions, A/ D; CZ: Verb omitted, replaced by adverbial,

(127) (128) [1] *He's a business guy – exactly what business* [2] *I haven't been able to figure out.* . (Smith, 2005, p.4)

Věnuje se obchodu – jakému obchodu přesně, to se mi nepodařilo zjistit. (p.14)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: PPT, State-up-to-the-present, A/ S; CZ: Past tense, Perfect,

(129) *And he's huge!*

A je obrovský! (p.14)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(130) *He's got two inches on you, at least.* (Smith, 2005, p.4)

Nejmíň o pět centimetrů vyšší než ty. (p.14)

EN: SPT, General truths and facts, A/ S; CZ: Verb ellipses,

(131) *They're all big in that athletic, Caribbean way.*

Všichni jsou vysocí a mají takové ty atletické postavy, běžné u lidí z Karibiku. (p.14)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(132) (133) (134) (135) (136) [1] *There's also a very tall and beautiful daughter, Victoria,*
[2] *who I've seen only in photos* ([3] *She is inter-railing in Europe*), but [4] *she's coming*
back for a while on Friday, [5] *I think.* (Smith, 2005, p.4)

Mají taky velmi krásnou a vysokou dceru,...kterou jsem viděl jen na fotkách (vyrazila
si na léto do Evropy), ale v pátek má myslím přijet na skok domů. (p.14)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: PPT, Indefinite past, A/ S; CZ: Past tense, Perfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Past present, Perfect,

4. EN: PC, Plans and arrangements, T/ D; CZ: Present tense, Imperfect

5. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(137) (138) (139) [1] *She's not from Trinidad, though* – [2] *it's a small island, St something*
or other – [3] *I'm not sure.* (Smith, 2005, p.4)

Nepochází přímo z Trinidadu, ale z menšího ostrova – St. něco – nevím přesně. (p.14)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Verb ellipse,

3. EN: Immediate reactions, A/S; CZ: Present tense, Imperfect,

(140) (141) [1] *She's always trying to fatten me up* - [2] *she feeds me constantly.* (Smith,
2005, p.4)

Snaží se mě vykrmit. Pořád mi podstrojuje nějaká jídla. (p.14)

1. EN: PC, Regular unplanned events, A/ D; CZ: Present tense, Imperfect,
 2. EN: SPT, General truths and facts, T/ D; CZ: Present tense, Imperfect,

(142) (143) (144)[1] *The rest of the family talk about sports and God and politics, [2] and Carlene floats above it all like a kind of angel – [3] and she's helping me with prayer.*
 (Smith, 2005, p.4)

Zbytek rodiny mluví o sportu a Bohu a politice a Carlene se nad tím vznáší jako nějaký anděl – a pomáhá mi s modlitbami. (p.14)

1. EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, Imperfect,
 2. EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, Imperfect,
 3. EN: PC, Repeated temporary events, T/ D; CZ: Present tense, Imperfect,

(145) (146) [1] *She really knows how to pray – [2] and it's very cool to be able to pray without someone in your family...* (Smith, 2005, p.4)

Ta se umí modlit – a je hrozně fajn, když se člověk může v klidu pomodlit, aniž by do pokoje lezl někdo z jeho příbuzných ... (p.14)

1. EN: SPT, General truths and facts, A/S; CZ: Present tense, Imperfect,
 2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(147) *Tell my Mom that she bakes.* (Smith, 2005, p.4)

Řekni mámě, že peče. (p.14)

- EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, Imperfect,

(148) (149) (150) : [1]... *in the morning the whole Kipps family have breakfast together and conversation together [2] and then get into a car together ([3] are you taking the notes?)*
 (Smith, 2005, p.5)

...ráno celá Kippsovic rodina společně snídá a přitom si spolu povídají a pak společně nasednou do auta, (děláš si poznámky?) ...(p. 15)

- EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, Imperfect,

EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, FM, Perfect,

EN: PC, Events at the time of speaking, T/ D; CZ: Present tense, Imperfect,

(151) *I know, I know – not easy to get your head around...* (Smith, 2005, p.5)

Já vím, já vím, tebe není snadné přesvědčit. (p. 15)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(152) (153) (154) (155) [1] *I hope you can see* [2] *from everything I've written that your feud,* [3] *or whatever it is,* [4] *is a complete waste of time.* (Smith, 2005, p.5)

Doufám, že ze všeho, co jsem napsal, chápeš, že ten tvůj spor, nebo co to je, znamená totální ztrátu času. (p. 15)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: PPT, Resultative past, T/ D; CZ: Past tense, Perfect,

3. EN: SPT, General truth and facts, A/ S; CZ: Present tense, Imperfect,

4. EN: SPT, General truth and facts, A/ S; CZ: Present tense, Imperfect,

(156) (157) [1] *It's all on your side, anyway.* [2] *Monty doesn't do feuds...* (Smith, 2005, p.5)

Kromě toho to všechno jde jenom z tvojí strany - Monty spory neuznává. (p. 15)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, T/ D; CZ: Present tense, Imperfect,

(158) *You've never even really met - ...* (Smith, 2005, p.5)

Vždyť se ani neznáte osobně... (p. 15)

EN: PPT, Indefinite past, T/ D; CZ: Present tense, Imperfect,

(159) *It's such a waste of energy.* (Smith, 2005, p.5)

Taková ztráta energie. (p. 15)

EN: SPT, General truths and facts, A/ S; CZ: Verb ellipse,

(160) *Most of the cruelty in the world is just misplaced energy.* (Smith, 2005, p.5)

Většina krutosti na světě plyne z energie napřené špatným směrem. (p. 15)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(161) *Anyway: [1] I've got to go -[2] work calls.* (Smith, 2005, p.5)

No, už musím končit - práce volá! (p. 15)

1. EN: SPT, Semi-modal verb, CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, CZ: Present tense, Imperfect,

(162) (163) [1] *I love you, Dad* ([2] *and I pray for you, too*) (Smith, 2005, p.5)

A nezapomeň: mám tě rád, tati (a taky se za tebe modlím). (p. 15)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, Imperfect,

(164) *Now I begin to see why Zora rolled at Wellington...* (Smith, 2005, p.5)

Začínám chápat, proč šla Zora na Wellington... (p. 15)

EN: SPT, Immediate reactions, A/ D; CZ: Present tense, Imperfect,

(165) *...but[1] I guess [2] you are too busy to write.* (Smith, 2005, p.5)

ale nejspíš jsi moc zaměstnaný/ naštvaný/ atp., než abys mi napsal. (p. 15)

1. EN: SPT, Immediate reactions, A/ D; CZ: Verb omitted, substitute by adverbial,

2. EN: SPT, General truths and facts about the world, A/ S; CZ: Present tense,

Imperfect,

(166) *Well, I'm not.* (Smith, 2005, p.5)

No, já tedy ne. (p. 15)

EN: SPT, Immediate reactions, A/ S; CZ: Verb ellipse,

(167) *How is the book going?* (Smith, 2005, p.5)

Jak pokračuješ s knihou? (p. 15)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(168) *Have you found a way to prove Rembrandt was no good yet?* (Smith, 2005, p.5)

Už jsi našel způsob, jak dokázat, že Rembrandt nestojí za nic? (p. 15)

EN: PPT, Indefinite past, T/ D; CZ: Past tense, Perfect,

(169) *The Kippses continue to grow on me.* (Smith, 2005, p.5)

Kipsovy mám čím dál radši. (p. 15)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(170) *...she's got a terrific voice...* (Smith, 2005, p.6)

Má fantastický hlas. (p. 16)

EN: PPT, State-up-to-the-present, A/ S; CZ: Present tense, Imperfect,

(171) (172) ... [1] *he's not really the 'self-hating psychotic'* [2] *you think he is.* (Smith, 2005, p.6)

... protože ve skutečnosti to není „psychotik, co nenávidí sám sebe“, jak tvrdíš ty.

(p. 16)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(173) *But I can see your face as I type this, so...* (Smith, 2005, p.6)

Ale dokážu si představit, jak se asi tváříš, když tohle čteš, takže... (p. 16)

EN: SPT, Stories and commentaries, T/ D; CZ: Present tense, Imperfect,

(174) *Monty has honed in on the great Belsey lack: logic.* (Smith, 2005, p.6)

Monty se zaměřil na nejhorší belseyovskou slabinu: nedostatek logiky. (p. 16)

EN: PPT, Indefinite past, T/ D; CZ: Past tense, Perfect,

(175) *He's trying to teach me chess...* (Smith, 2005, p.6)

Snaží se mě naučit šachy... (p. 16)

EN: PC, Repeated temporary states, A/ D; CZ: Present tense, Imperfect,

(176) (177) (178) (179) [1] *All the Kippses think* [2] *I'm muddle-headed and poetic* – [3] *I don't know what they would say if they knew that among Belseys* [4] *I'm practically Wittgenstein.* (Smith, 2005, p.6)

Všichni Kippsovi si myslí, že jsem poeticky založený popleta – nevím, co by říkali, kdyby věděli, že mezi Belseyovými jsem prakticky Wittgenstein. (p. 16)

1.EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2.EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

3.EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

4. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(180) (181) (182) [1] *I think* [2] *I amuse them, though* – [3] *and Carlene likes to have me around the kitchen....*

(Smith, 2005, p.6)

Mám ale dojem, že jim připadám zábavný – a Carlene těší, když jí pomáhám v kuchyni.... (p. 16)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(183) (184) (185) (186) (187) ...[1] *I do find it a little eerie in the mornings to wake up to this peaceful silence* ([2] *people whisper in the hallways so as not to wake up other people*) [3] *and a small part of my backside misses Levi's rolled-up wet towel*, [4] *just as a small part of my ear doesn't know what to do with itself* [5] *now Zora's no longer screaming in it.* (Smith, 2005, p.6)

..., že mi připadá trochu nepřírozené probouzet se ráno do takového klidu a ticha (lidi tu na chodbách šeptají, aby nebudili ostatní) a malá část mého zadku postádá Leviho stočený mokrá ručník, stejně jako malá část mého ucha neví, co si počít, když do ní už nevřeští Zora. (p. 16)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,
2. EN: SPT, Regular and habitual events, T/ D; CZ: Present tense, Imperfect,
3. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
4. EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(188) *...that Levi has upped the headwear to four.* (Smith, 2005, p.6)

.že Levi zvýšil počet vrstev, které nosí na hlavě, na čtyři... (p. 16)

EN: PPT, To report a piece of news, T/ D; CZ: Past tense, Perfect,

(189) *And kiss Mom for me too and remember that it's her birthday a week from tomorrow...*

(Smith, 2005, p.6)

A polib za mě i mámu a nezapomeň, že má od zítřka za týden narozeniny. (p. 16)

EN. SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(190) [1] *I know how* [2] *she just loves a bit of Scripture every day.* (Smith, 2005, p.6)

Vím, že bez pasáže z Písma nevydrží ani den. (p. 16)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, FM, Perfect,

(191) (192) ..., yes, [1] *I am still one...despite your evident contempt* [2] *I'm feeling quite fine about it, thanks...* (Smith, 2005, p.6)

Ano, pořád ještě jsem ...a navzdory tvému očividnému pohrdání mi to tak celkem vyhovuje, díky... (p. 16)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(193) (194) [1] *Twenty is really not that late among young people these days,* [2] *especially if they've decided to make their fellowship with Christ.* (Smith, 2005, p.6)

Dvacet není dneska u mladých lidí zase tak pozdě, hlavně když se rozhodli sblížit s Kristem. (p. 16)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,
2. EN: PPT, Indefinite past, A/ S; CZ: Past tense, Perfect,
- (195) (196) [1] *I have no idea* [2] *how you're going to take this one!* (Smith, 2005, p.7)
- Nemám tušení, jak tohle strávíte. (p. 17)
1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
2. EN: PC, Plans and arrangements, T/ D; CZ: Present tense, FM, Perfect,
- (197) *But we're in love.* (Smith, 2005, p.7)
- Ale my se milujeme. (p. 17)
- EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
- (198) *I'm going to ask her to marry me, Dad!* (Smith, 2005, p.7)
- Chci ji požádat o ruku. (p. 17)
- EN: PC, Plans and arrangements, T/ D; CZ: Present tense, Imperfect,
- (199) *And I think she'll say yes!* (Smith, 2005, p.7)
- A myslím, že řekne ano! (p. 17)
- EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
- (200) *Are you digging on these exclamation marks!* (Smith, 2005, p.7)
- Počítáš ty vykřičníky? (p. 17)
- EN: PC, Events at the time of speaking, T/ D; CZ: Present tense, Imperfect,
- (201) (202) [1] *Her name's Victoria* [2] *but everyone calls her Vee.* (Smith, 2005, p.7)
- Jmenuje se Victoria, ale všichni jí říkají Vee. (p. 17)
1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,
2. EN: SPT, General truths and facts, T/ D; CZ: Present tense, Imperfect,
- (203) *She's amazing, gorgeous, brilliant.* (Smith, 2005, p.7)
- Je úžasná, překrásná, strašně chytrá. (p. 17)
- SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(204) *I'm asking her officially this evening...* (Smith, 2005, p.7)

Oficiálně se jí chci zeptat až dnes večer... (p. 17)

EN: PC, Plans and arrangements, T/ D; CZ: Present tense, Imperfect,

(205) (206) [1] *It's come over to us like Song of Solomon*, [2] *and there's no way to explain it*
(Smith, 2005, p.7)

Zachvátilo nás to jako v Písni Šalamounově a neexistuje způsob, jak to vysvětlit, ...
(p. 17)

1. EN: PPT, To report a piece of news, T/ D; CZ: Past tense, Perfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(207) *I'm happy.* (Smith, 2005, p.7)

Jsem šťastný. (p. 17)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(208) *She just arrived here last week – sounds crazy but it true!* (Smith, 2005, p.7)

Přijela teprve minulý týden – zní to šíleně, ale je to Pravda! (p. 17)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(209) *Seriously: I'm happy.* (Smith, 2005, p.7)

A teď vážně, jsem šťastný. (p. 17)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(210) [1] *I've got no credit left on this phone and* [2] *I don't like to use theirs.*

(Smith, 2005, p.7)

Na telefonu už nemám kredit a z toho jejich volat nechci. (p. 17)

1. EN: PPT, State-up-to-the-present, A, S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A, S; CZ: Present tense, Imperfect,

(211) *What am I looking at, exactly?* (Smith, 2005, p.7)

Co přesně tam mám vidět? (p. 17)

EN: PC, Events at the time of speaking, T/ D; CZ: Present tense, Imperfect,

(212) *Is this for real?* (Smith, 2005, p.8)

To myslí vážně? (p. 18)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(213) *Is something funny?* (Smith, 2005, p.8)

Co je tu k smíchu? (p. 18)

EN: SPT: Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(214) *Levi, honey, pull those up just a little.., [1] they're so low... [2] they're not even covering your ass.* (Smith, 2005, p.9)

Levi, broučku, povytáhni si je trochu, prosím... Máš je tak nízko, že ti z nich leze prdel.
(p. 19)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(215) *"So it's not funny, "concluded Howard.* (Smith, 2005, p.9)

Takže to není k smíchu," uzavřel Howard. (p. 19)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(216) *"Zoor, honey, get that please, my knee's bad today.* (Smith, 2005, p.9)

Zoor, broučku, skoč tam, prosím tě, dneska mě to koleno hrozně bere. (p. 19)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(217) *...her keys aren't working properly...* (Smith, 2005, p.9)

...s jejím klíčem něco je... (p. 19)

EN: PC, Temporary states, T/ D; CZ: Present tense, Imperfect,

(218) (219) (220) “ *Zora – get it now, please, [1] it’s the new woman, Monique – [2] for some reason her keys aren’t working properly – [3] I think I asked you to get a new key cut for her...* “ (Smith, 2005, p.9)

Zoro – běž tam hned, to jet a nova ženská, Monique – nevím proč, ale s jejím klíčem něco je – mám dojem, že jsem tě žádala, abys jí nechala udělat nový - ... (p. 19)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: PC, Temporary states, T/ D; CZ: Present tense, Imperfect,

3. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(221) *That’s nice. Civilized.* (Smith, 2005, p.9)

Milé. Velmi civilizované. (p. 19)

EN: SPT, Immediate reactions, A/ S; CZ: Verb ellipse,

(222) (223) (224) “[1] *That boy’s no fool ... [2] when he needs your attention [3] he sure knows how to get it,* “*she said.* (Smith, 2005, p.9)

Ten kluk není žádný hlupák... Když chce upoutat tvoji pozornost, rozhodně ví, jak na to. (p. 19)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, For future reference in subordinate clauses, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(225) “*Monty Kipps’s daughter. Wham,bam. Suddenly you’re interested.* “ (Smith, 2005, p.9)

Dcera Montyho Kippse. Bum, prásk. Najednou tě to zajímá. (p. 19)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(226) *Howard has lost that battle, happily.* (Smith, 2005, p.18)

Tuhle bitvu Howard ochotně a s radostí prohrál. (p.28)

EN: PPT, Resultative past, T/ D; CZ: Past tense, Perfect,

(227) “*That’s your contribution.* “(Smith, 2005, p.10)

Tohle je tvůj příspěvek do diskuze? (p. 19)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(228) (229) (230) (231) “[1] *Howard - there’s an egg on the stove*, [2] *I don’t know who put it on*, [3] *but the water’s evaporated already* – [4] *smells nasty.* “ (Smith, 2005, p.10)

Howarde, na sporáku je vejce, nevím, kdo ho dal vařit, ale voda se už vypařila – ošklivě to páchne. (p. 19)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

3. EN: PPT, Resultative past, T/ D; CZ: Past tense, Perfect,

4. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(232) “*That’s your contribution?* “

Tohle je tvůj příspěvek do diskuze? (p. 20)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(233) *He’s twenty.* (Smith, 2005, p.10)

Je mu dvacet. (p. 20)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(234) (235) [1] *He’s wanting his daddy’s attention* – [2] *and he’s going the right way about it.*(Smith,2005,p.10)

Touží po tátově pozornosti - a umí si ji zajistit. (p. 20)

1. EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

2. EN: PC, Events at the time of speaking, T/ D; CZ: Present tense, Imperfect,

(236) *Now, he's going to marry Kipps junior?* (Smith, 2005, p.10)

A teď se chce oženit s mladou Kippsovou? (p. 20)

EN: PC, Plans and arrangements, T/ D; CZ: Present tense, Imperfect,

(237) *Doesn't take a Freudian.*

Na tohle nepotřebuješ Freuda. (p. 20)

EN: SPT, General truths and facts, A/ D; CZ: Present tense, Imperfect,

(237) (238) [1] *I'm saying, the worst thing we can do* [2] *is to take this seriously.* (Smith, 2005, p.10)

Vzít to vážně by bylo podle mě to nejhorší, co bychom mohli udělat. (p. 20)

1. EN: PC, Events at the time of speaking, T/ D; CZ: Verb omitted,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, SM, Imperfect,

(239) *What's going on?* (Smith, 2005, p.10)

Co se děje? (p. 20)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(240) (241) (242)[1] *Enough of Monty Kipps – I'm serious.* [2] *I don't want to hear his name again this morning,* [3] *I swear to God.* “ (Smith, 2005, p.10)

O Montym Kippsovi už ani slovo – a myslím to vážně. Dneska ráno už to jméno nechci slyšet. Přísahám Bohu. (p. 20)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, Speech act verbs, A/ S; CZ: Present tense, Imperfect,

(243) *What time's your first class?* (Smith, 2005, p.10)

Kdy ti začíná první hodina? (p. 20)

EN: SPT, Timetable and plans, A/ S; CZ: Present tense, Imperfect,

(244) *Why are you even here, Zoor?* (Smith, 2005, p.10)

Proč jsi tady? (p. 20)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(245) (246) [1] *We're crazy today* – [2] *everybody's late, running late.* (Smith, 2005, p.10)

Dneska je tu bláznec – všichni spěchají, jdou pozdě. (p. 20)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(247) *How are you doing, Monique – you OK?* (Smith, 2005, p.10)

Jak se mate, Monique – jde to? (p. 20)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(248) *We are not on stage.* (Smith, 2005, p.11)

Nejsme na jevišti. (p. 21)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(249) *"If this happens, "said Howard levelly,...*

Jestli k tomu dojde, prohlásil vyrovnaně...(p. 21)

EN: SPT, Timetable and plans, T/ D; CZ: Present tense, FM, Perfect,

(250) (251) (252) [1] *"I've just said* [2] *I don't want to talk about this now.* [3] *I know you heard me.* "... (Smith, 2005, p.11)

Právě jsem řekla, že se o tom teď nechci bavit. A vím, že jsi mě slyšel. (p. 21)

1. EN: PPT, To report a piece of a news, T/ D; CZ: Past tense, Perfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(253) (254) [1] *Levi needs money for a cab.* [2] *If you want to worry about something, worry about that.* (Smith, 2005, p.11)

Levi potřebuje peníze na taxíka. Jestli si chceš s něčím dělat starosti, dělej si starosti s

tímhle. (p. 21)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, For future reference in subordinate clauses, A/ S; CZ: Present tense, Imperfect,

(255) (256) (257) (258) (259) (260) “Levi, “said Kiki, “[1] *I’m interested* – [2] *you know* [3] *who I am?* [4] *Pay any attention at all to anything* [5] *that goes on around here?* [6] *Remember Jerome?* “

Levi, řekla Kiki, broučku, opravdu mě to zajímá – víš, kdo jsem já? Vnímáš aspoň něco z toho, co se tady děje? Vzpomínáš si na Jeroma? (p. 21/22)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

4. EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, Imperfect,

5. EN: SPT, Regular and habitual events, A/ D; CZ: Present tense, Imperfect,

6. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(261) *The man your brother’s been working for in England, “conceded Kiki wearily.* (Smith, 2005, p.12)

Ten člověk, u kterého tvůj bratr v Anglii pracuje,... (p. 22)

EN: PPC, One continuing event, A/ D; CZ: Present tense, Imperfect,

(262) *Even now, as young adults, they continue to step round it on their way down the stairs.* (Smith, 2005, p.16)

Dokonce i teď, už prakticky dospělé, barevné kolečko cestou dolů ze zvyku obcházejí.
(p.26)

EN: SPT, Regular and habitual events, A/ S; CZ: Present tense, Imperfect,

(263) *So is that a letter from Kipps? asked Zora, ...* (Smith, 2005, p. 12)

“Takže tohle je dopis od Kippse?” zeptala se Zora, ... (p. 22)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(264) (265) *“Dad, please, [1] I’ve got to help with the reply this time – [2] we’re going to destroy him. [3] Who’s it for? The Republic?”* (Smith, 2005, p. 12)

Tati, prosím. Tentokrát mi musíš dovolit, abych ti pomohla s odpovědí – my ho rozdrtíme. Kam to napsal? Do Republiky? (p. 22)

1. EN: Semi-modal verb, CZ: Present tense, Imperfect,

2. EN: PC, Plans and arrangements, T/ D; CZ: Present tense, FM, Perfect,

3. EN: SPT, Immediate reactions, A/ S; CZ: Past tense, Perfect,

(266) (267) *“No. [1] No, it’s nothing to do with that – [2] it’s from Jerome, actually.”* (Smith, 2005, p. 12)

Ne. Ne, s tím to nemá nic společného - vlastně je to zpráva od Jeroma. (p. 22)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(268) (269) (270) [1] *Apparently it’s funny.* [2] *Your mother thinks* [3] *it’s hilarious.* (Smith, 2005, p. 12)

A to je zjevně legrační. Tvoji matce to připadá k popukání. (p. 22)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

3. EN: SPT, Immediate reactions, A/ S; CZ: Verb omitted, replaced by a noun,

(270) (271) (272) (273) (274) (275) *“No, honey, “said Kiki. “ [1] I think we just established that [2] I don’t think it’s hilarious – I don’t think we know what’s happening - [3] this is a seven-line e-mail. [4] We don’t know [5] what that even means, [6] and I’m not gonna get all hepped up about - “*

“Ne, miláčku, “ ohradila se Kiki. „ Myslím, že jsme se právě shodli na tom, že mi to nepřipadá k popukání – podle mě nevíme, co se tam doopravdy stalo – tohle je sedmiřádkový e-mail. Nemáme tušení, co to znamená, a já se nehodlám nechat vytočit něčím, co-“ (p. 22)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
2. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
3. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
4. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
5. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,
6. EN: PC, Plans and arrangements, T/ D; CZ: Present tense, Imperfect,

(276) “*Is this serious?* “*interrupted Zora.* (Smith, 2005, p. 13)

To myslí vážně?” skočila jí Zora do řeči. (p. 22)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(277) “*This is a fucking joke, right?* “ (Smith, 2005, p. 13)

To si dělá prdel, ne? (p. 22)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(278) “*Zora, you need to get to class, OK? And you really need to not use that language in my house – Hup! Hap! Nap! No!* “*said Kiki, ...* (Smith, 2005, p. 13)

“Zoro, já fakt potřebuju vyrazit na tu hodinu, ano? A skutečně bys neměla v mém domě používat takové výrazy – Hup! ... (p. 23)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(279) (280)... [1] *but it doesn't look like* [2] *that's gonna happen...* (Smith, 2005, p. 13)

...ale nevypadá to moc pravděpodobně. (p. 23)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: PC, Plans and arrangements, T/ D; CZ: Verb omitted, replaced by adverbial,

(281) *His phone's out of credit.* (Smith, 2005, p.13)

Je bez kreditu. (p. 23)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(282) *"What are you saying?"*

Co to povídáš? (p. 23)

EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(283) *"Where's the Kippses' phone number?" "She demanded..."*

Kde je to telefonní číslo ke Kippsovým?... (p. 23)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(284) (285) [1] *"Oh, yeah, that's right," said Kiki,* [2] *"it's in the diary, the diary that was left in Michigan ..."*

Ale jistě, no jistě, "řekla Kiki, "je v diáři, v tom diáři, který zůstal v Michiganu,...

(p. 23)

1. EN: Immediate reactions, A/ S; CZ: Verb omitted, replaced by adverbial,

2. EN: General truths and facts, A/ S; CZ: Present tense, Imperfect,

(286) (287) *"Whatever – [1] either way it's me [2] who is going to be dealing with it, ..."*

(Smith, 2005, p.14)

Jak chceš – každopádně to budu zase muset vyřídit já,... (p. 23)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, FM, Perfect,

2. EN: PC, Plans and arrangements, T/ D; CZ: Future tense, Imperfect,

(288) *"It's unfortunate."* (Smiths, 2005, p. 14)

...je to nepříjemnost. (p. 23)

EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

(289) (290) (291) [1] *That's* [2] *if it really has happened,* [3] *which we don't know.*(

Smith, 2005, p.14)

Teda pokud k tomu opravdu došlo, což nevíme. (p. 23)

1. EN: SPT, Immediate reactions, A/ S; CZ: Verb omitted, replaced by particle,

2. EN: PPT, Indefinite past, T/ S; CZ: Past tense, Perfect,

3. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(292) (293) (294) [1] *We're just going to take it step by step* [2] *until we know* [3] *what the hell is going on.* (Smith, 2005, p. 14)

Musíme věci prostě brát, jak přijdou, dokud se nedozvíme, co se sakra děje. (p. 23/24)

1. EN: PC, Plans and arrangements, T/ D; CZ: Present tense, Imperfect,

2. EN: SPT, For future reference in subordinate clauses, T/ S; CZ: Present tense, FM, Perfect,

3. EN: PC, Events at the time of speaking, A/ D; CZ: Present tense, Imperfect,

(295) *We're not arguing, honey.* (Smith, 2005, p. 14)

My se nehádáme. (p. 24)

EN: PC, Events at the time of speaking, T/ D; CZ: Present tense, Imperfect,

(296) *Show's over.* (Smith, 2005, p.14)

Představení skončilo. (p. 24)

EN: SPT, Immediate reactions, A/ S; CZ: Past tense, Perfect,

(297) *I'm a little short this month.* (Smith, 2005, p. 14)

Tenhle měsíc jsem nějak nevyšla. (p. 24)

EN: SPT, Immediate reactions, A/ S; CZ: Past tense, Perfect,

(298) "[1] *You know* [2] *what's weird?*" (Smith, 2005, p.15)

Víš, co je zvláštní? (p. 24)

1. EN: SPT, Immediate reactions, A/ S; CZ: Present tense, Imperfect,

2. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(299) (300) (301)[1] “ *But the exact opposite of what I want,* “ *considered Howard, rocking in his chair,* “ [2] *is* [3] *what always fucking happens.* “ (Smith, 2005, p. 15)

“Ale přesný opak toho, co chci,” zamyslel se Howard a zhoupł se v křesle, “se přece sakra stane vždycky.” (p. 25)

- | | |
|--|-------------------------------|
| 1. EN: SPT, General truths and facts, A/ S; | CZ: Present tense, Imperfect, |
| 2. EN: SPT, General truths and facts, A/ S; | CZ: Verb omitted, |
| 3. EN: SPT, Regular and habitual events, A/ D; | CZ: Present tense, Imperfect, |

(302) (303) (304) “*Right. [1] Because you never get [2] what you want. [3] Your life is just an orgy of deprivation.* “

Správně. Nikdy nedostaneš to, co chceš. Tvůj život je jen jedna velká orgie deprivace. (p. 25)

- | | |
|--|-------------------------------|
| 1. EN: SPT, Regular and habitual events, T/ D; | CZ: Present tense, Imperfect, |
| 2. EN: SPT, General truths and facts, A/ S; | CZ: Present tense, Imperfect, |
| 3. EN: SPT, General truths and facts, A/ S; | CZ: Present tense, Imperfect, |

(305) *Do we have their address at least?* (Smith, 2005, p.15)

Máme alespoň jejich adresu? (p. 25)

EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,

(306) (307) (308) (309) (310) (311) (312) [1] *I want to understand* [2] *what it is* [3] *you think* [4] *we’ve done to you. Your family.* [5] *What is it* [6] *we’ve done?* [7] *Have we deprived you of something?* “(Smith, 2005, p.15)

Ráda bych pochopila, co si myslíš, že jsme ti provedli. My, tvoje rodina. Co jsme ti udělali? Připravili jsme tě o něco? (p. 25)

- | | |
|---|-------------------------------------|
| 1. EN: SPT, Immediate reactions, A/ S; | CZ: Present tense, SM, FM, Perfect, |
| 2. EN: SPT, Immediate reactions, A/ S; | CZ: Verb omitted, |
| 3. EN: SPT, General truths and facts, A/ S; | CZ: Present tense, Imperfect, |

4. EN: PPT, Resultative past, T/ D; CZ: Past tense, Perfect,
 5. EN: SPT, General truths and facts, A/ S; CZ: Verb omitted,
 6. EN: PPT, Resultative past, T/ D; CZ: Past tense, Perfect,
 7. EN: PPT, Indefinite past, T/ D; CZ: Past tense, Perfect,

(313) *I'm giving a paper in Cambridge on Tuesday anyway -....* (Smith, 2005, p.15)

V úterý mám stejně přednášku v Cambridgi – ... (p. 25)

EN: PC, Plans and arrangements, T/ D; CZ: Present tense, Imperfect,

(314) (315) (316) [1]“ *Oh, God, this isn't 1910 – Jerome can marry* [2] *who the hell he wants to marry* – [3] *or are we going to start making up visiting cards and asking him to meet only the daughters of academics that you happen to* -“ (Smith,2005,p.15/16)

“Prokristapána, nepíše se rok 1910 – Jerome se může oženit, s kým bude chtít. Nebo si snad necháme natisknout navštívenky a požádáme ho, aby se stýkal jen s dcerami těch akademiků, které ty náhodou – “(p. 25)

1. EN: SPT, General truths and facts, A/ S; CZ: Present tense, Imperfect,
 2. EN: SPT, General truths and facts, A/ S; CZ: Future tense, Imperfect,
 3. EN: PC, Plans and arrangements, T/ D; CZ: Present tense, FM, Perfect,

3.3 Results of The Analysis

The results of the Analysis are summarized in the following tables and diagrams. The first table shows an overall result of 322 cases of English present tense, their division into four main subcategories of present English tense usages and the number of cases in each individual subcategory. It also represents all the five possible ways that those subcategories were translated into Czech language together with the concrete numbers of Czech equivalents found for each subcategory. Into the section of *Others* there were summarized all the cases where Czech translation was done in a different way than by means of Czech tense usages.

The first table is followed by a diagram that presents the overall ways of translation of English present tense into Czech language.

The second, third and fourth tables present the actual uses of the particular English present tense subcategory in more detail. In all subcategories of English present tense it is showed the particular subcategory numbers of usages and corresponding ways and numbers of given Czech translations. All three tables are accompanied by overall diagrams that graphically represent the Czech ways of translation of a particular subcategory.

All usages in all three subcategories were marked by letters (a), (p) or (f) which represent the semantic time sphere of each individual usage. (a) stands for present time sphere, (p) stands for past time and (f) represents the future time sphere. It will be next discussed in conclusion part of the theses.

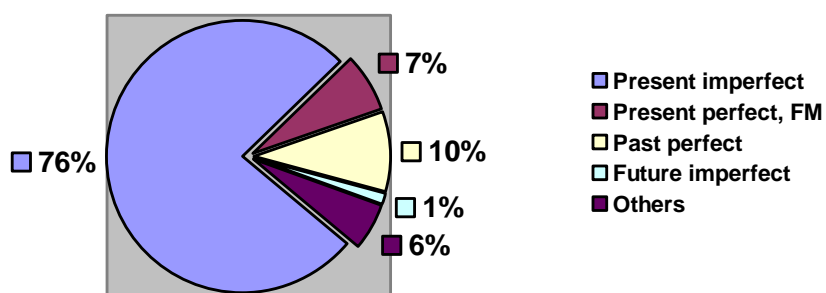
The result of the PPC subcategory was not stated in more detail since in the analysis there was only one case captured and therefore the result is not a relevant one.

The last two diagrams show the relation between dynamic and static meanings in English language and their Czech counterparts and the relation between English telic and atelic predication and corresponding Czech aspect counterparts.

- This **overall table** displays **the summary of 322 samples** of English present tense, found in the analysis, which represent four **English present tense subcategories**: SPT, PPT, PC, and PPC; along with **5 possible ways** in which English present tense was translated:

Czech tense: ----- English tense:	Present imperfect	Present perfect, FM	Past perfect	Future imperfect	Others	Total
SPT	198	15	7	1	16	237
PPT	6	0	23	0	0	29
PC	42	7	1	3	2	55
PPC	1	0	0	0	0	1
TOTAL	247	22	31	4	18	322

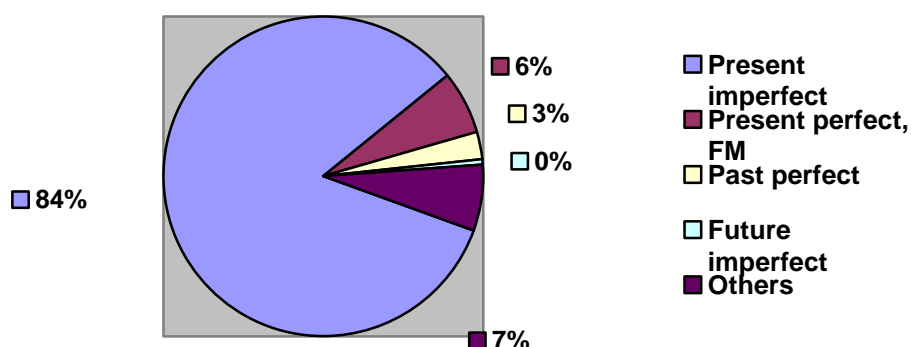
The ways of translating English present tense into Czech language



- This table shows the layout of **237** cases of **Simple present tense (SPT)**, which were found in the whole analysis, with its **8** subcategories. The numbers represent how many times each subcategory was translated into corresponding Czech ways of translation:

Czech usage: ----- English usage:	Present imperfect (a)	Present perfect, FM (f)	Past perfect (p)	Future imperfect (f)	Others	Total
Immediate reactions (a)	78	2	4	0	10	94
General truths and facts (a)	98	2	2	1	6	109
Regular and habitual events (a)	16	8	0	0	0	24
For future reference in subordinate clauses (f)	2	2	0	0	0	4
Instructions and directions (a)	1	0	0	0	0	1
Speech act Verbs (a)	1	0	1	0	0	2
Stories and commentaries (a)	1	0	0	0	0	1
Timetable and plans (f)	1	1	0	0	0	2
Total	198	15	7	1	16	237

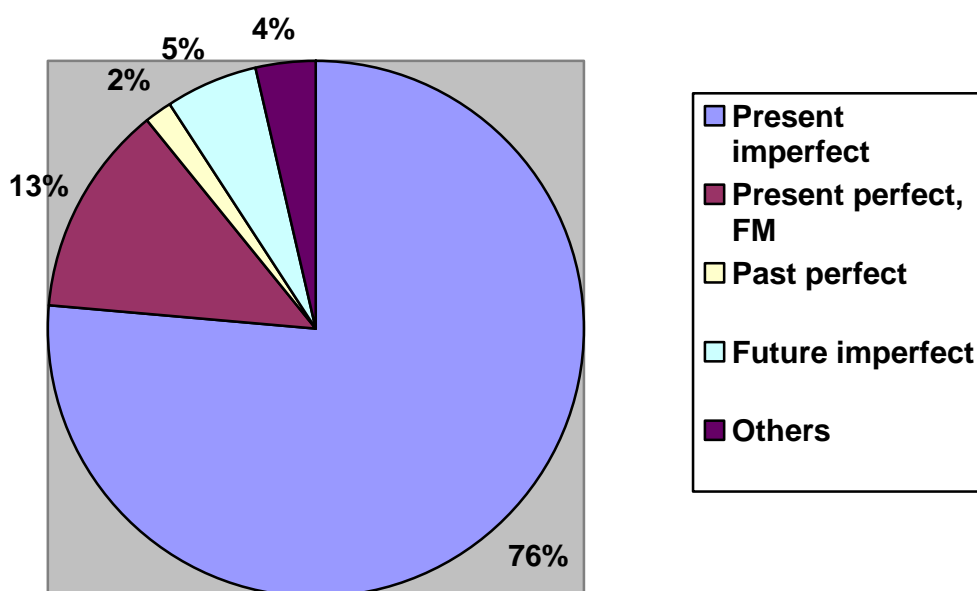
The **general overview** of Czech tense **usage of 237 cases of SPT**:



- This table shows the layout of **55** cases of **Present tense continuous (PC)** with its **6** subcategories and The numbers represent how many times each subcategory was translated into corresponding Czech ways of translation:

Czech usage: ----- English usage:	Present imperfect (a)	Present perfect, FM (f)	Past perfect (p)	Future imperfect (f)	Others	Total
Events at the time of speaking (a)	26	1	0	0	1	28
Temporary states (a)	3	0	0	0	0	3
Repeated temporary events (a)	2	0	0	0	0	2
Change (a)	2	0	0	0	0	2
Regular unplanned events (a)	2	0	0	0	0	2
Plans and arrangements (f)	7	6	1	3	1	18
Total	42	7	1	3	2	55

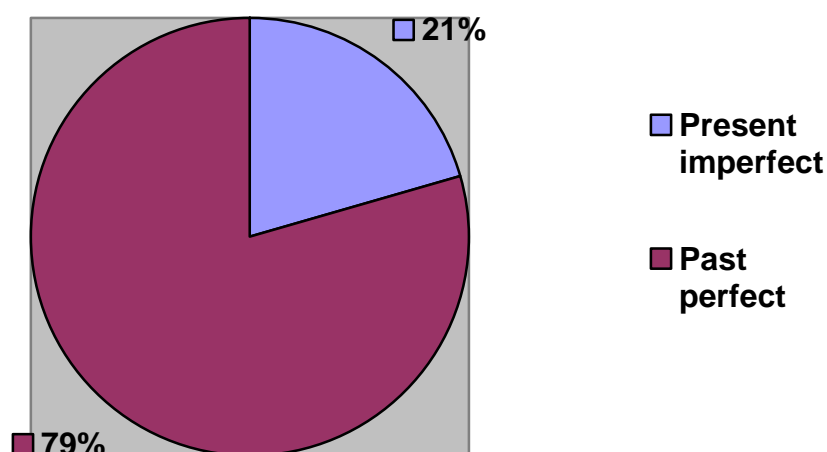
The **general overview** of Czech tense usage of **55** cases of **PC**:



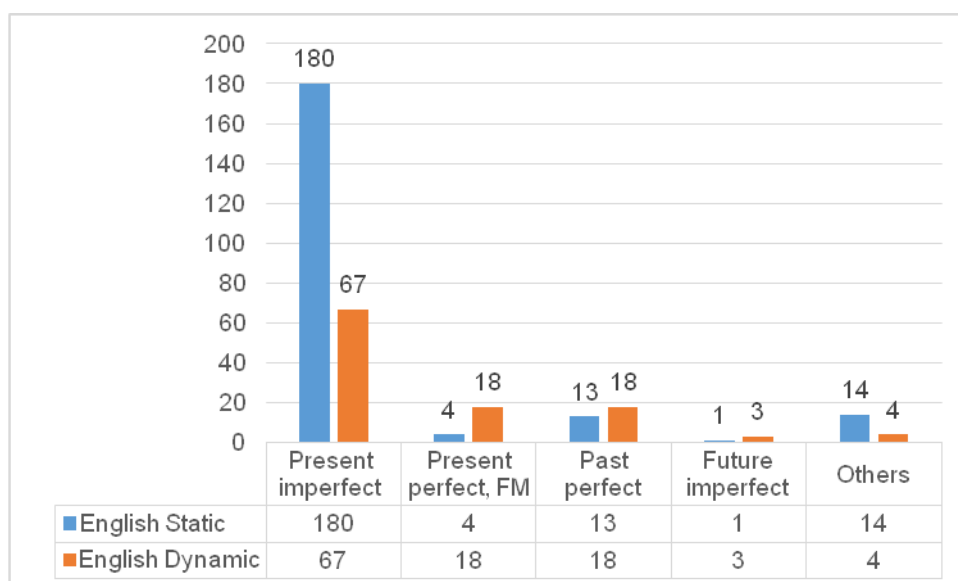
- This table shows the layout of **29** cases of Present **perfect tense (PPT)** with its **4** subcategories. The numbers represent how many times each reference subcategory was translated into corresponding Czech ways of translation:

Czech usage: ----- English usage:	Present imperfect (a)	Present perfect, FM (f)	Past perfect (p)	Future imperfect (f)	Others	Total
State-up-to-the-present (a)	4	0	2	0	0	6
Indefinite past (p)	1	0	6	0	0	7
Resultative past (p)	1	0	9	0	0	10
To report a piece of news (p)	0	0	6	0	0	6
Total	6	0	23	0	0	29

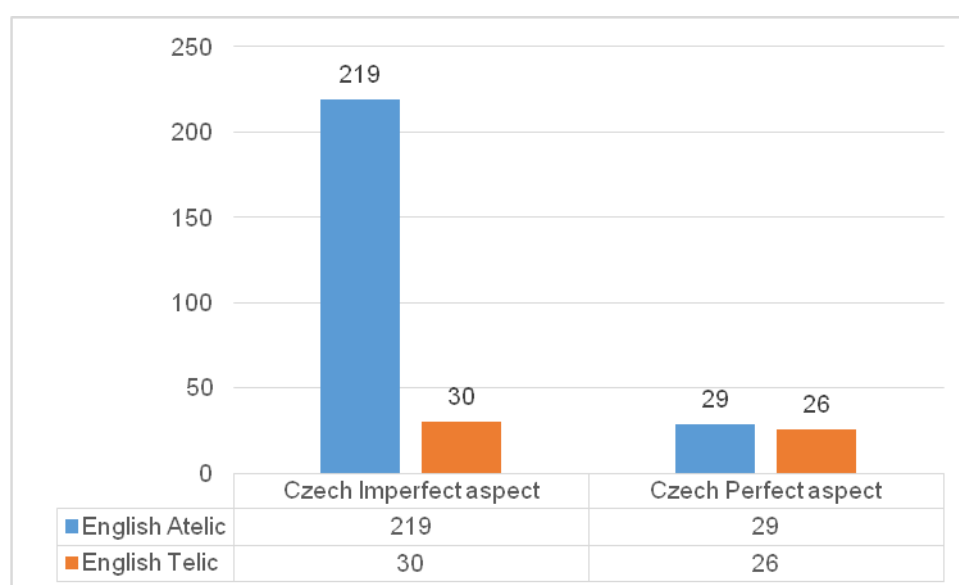
The general display of **Czech tense usage of PPT**:



- The diagram shows the distribution of **212** cases of verbs with English **stative** meaning and the distribution **110** cases of verbs with English dynamic meaning into five Czech ways of translation.



- The diagram shows that in the analysis were found **248** cases of English atelic predications and **56** cases of English telic predications. The overview represents the number of cases in which those English **telic** and **atelic** predications were translated into Czech perfect and imperfect aspect:



4 THE CONCLUSIONS

This thesis deals with the semantics and forms of the English present tense with regard to their Czech equivalents. In English there exist three possible levels (referential, semantic and grammatical) on viewing tense-aspect system. For the purpose of this thesis both English present and the Czech present tense were assessed with regard to the grammatical point of view. On this level only two tenses are in the English aspect-tense system recognized. The present tense and the past one. However, regardless the chosen grammatical level, it is also possible, to a certain point, to deal with the concrete time-semantics of the present tense subcategories. In fact, by stating the concrete usages of them, it simultaneously points out their belonging to particular time sphere.

From the analysis of the results it is apparent that English present tense may be basically translated into Czech language into two ways: by 94 % by means of three Czech basic tenses such as present (83%), past (10%) and the future (1 %) ones; and by 6 % by the different means, such as the omission of the verbs themselves in concrete usages. As the first overall table shows, from the formal point of view, English present tense inflection shows 83 % correspondence with Czech present tense inflection; therefore it is possible to say that formally English present mostly matches with the formal Czech present tense usage. However by semantic point of view this correspondence is done by 76 %, due to the fact that Czech present perfect tense represents semantically the future meaning (FM), irrespective the present suffix it carries.

Hence, concerning the English present time sphere (a), it mostly correlates with Czech present time perception when concerning simple present tense (SPT) and present continuous tense (PC) subcategories. English future time reference (f) shows that with SPT it was equally translated by Czech present imperfect and by present perfect FM, therefore the context of the sentences has played a role there but what is visible too that Czech present perfect with future

meaning was used where English original usage was merely a present time one. The PC table also shows the discrepancy of *plans and arrangement* usage of time meaning, where English future time sphere was in mind but in Czech it was recognized by mixture of tenses and time meanings, therefore this particular usage implies possible problematic Czech comprehension of this concept since perceived miscellaneously.

The most problematic time sphere was found the past one (p). First, the SPT table shows that whereas in the English usages no past time sphere with SPT is covered, in the Czech language were those English SPT usages translated by 3 % by Czech past tense. Hence by teaching the English grammar should be born in mind textual context and meanings first rather than strict limited rules of only present tense usage. Second, it is apparent that the category of present perfect tense (PPT) was translated into Czech language nearly four times as often by Czech past tense, which implies why this tense is mostly regarded as a difficult one for Czech students to learn. While Czech people may generally connect SPT and PC with one prevailing present time sphere, SPT by 76 %, and PC mostly by 76 %; with PPT this predominant ratio is 79 % however by means of Czech past tense. This discrepancy of present tense form of PPT but prevailing past semantic meaning is therefore visible also with Czech translations and subsequently it may be the subject of further researches whether, in respect to not a united English tense-aspect theory, wouldn't it be more natural and practical to try to teach English tenses not only from a pure grammatical, formal and established view but introduce it from a point of view of different time levels, which in this case seems to be more natural. Finally, it is good to mention that Czech Past imperfect was not found in any Czech translations, perhaps because of his clear past semantic meaning which is excluded from the present tense usages.

In terms of aspect, SPT, which is a nonaspectual tense, resembles by 84 % the accordance in translation with correspondent present imperfect tense, also a non aspectual

one. And also the numbers from the last diagram confirm that English Atelic predication more or less correlate with Czech imperfect aspect which confirms the Czech point of view on this topic.

In conclusion, this thesis tried to point out that there is not one access to English present tense, irrespective of the whole English tense-aspect system, and dealing with it means dealing with diverse English time and tense concepts and different aspect concepts which sometimes do not correspond with corresponding Czech point of view. However, this variety offers teachers more options how to look at grammatical issues and mainly offers them a variety what ways to teach them.

REFERENCES

- AudioStory (Producer) (1994). *Roald Dahl, Kouzelný prst* (audio tape). Praha: AudioStory.
- Binnic, R. I. (1991). *Time and the Verb*. New York, Oxford: Oxford University Press.
- Carter, R., McCarthy, M., Mark, G., & O'Keeffe, A. (2011). *English grammar today*. Cambridge: Cambridge University Press.
- Celce-Murcia, M., & Larsen-Freeman, D. (1983). *The Grammar book: an ESL/EFL Teacher's course*. London: HarperCollins.
- Čechová, M. et al. (2000). *Čeština – řeč a jazyk*. Praha: ISV nakladatelství.
- Dahl, R. (2001). *The magic finger*. London: Puffin Books.
- Dušková, L. et al. (2006). *Mluvnice současné angličtiny na pozadí češtiny*. Praha: Academia.
- Greenbaum, S. (1996). *The Oxford English grammar*. New York: Oxford University Press
- Huddleston, R. (1989). *Introduction to the grammar of English*. Cambridge: Cambridge University Press.
- Huddleston, R., & Pullum, K. (2002). *The Cambridge grammar of the English language*. Cambridge: Cambridge University Press.
- Leech, G. N. (1989). *Meaning and the English verb*. London: Longman
- McCarthy,
- Smith, Z. (2006). *On Beauty*. United States of America: Penguin Books
- Smithová, Z. (2006). *O Kráse*. (Petra Diestlerová, Trans.) Praha: BB/art s.r.o. (Original work published 2005).
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (2004). *A Comprehensive grammar of the English language*. New York: Longman.

SUMMARY IN CZECH

Tato práce pojednává o Anglickém přítomném čase, jeho formách a významech spolu s formami a významy, které se následně odráží v jazyce českém. Teoretická část se nejprve zabývá syntaktickou a sémantickou funkcí anglického slovesa a jak se tato funkce projevuje a funguje v gramatické kategorii času. Dále je pojednáno o různých pohledech, jak lze na anglický systém časů a tím potažmo i na čas přítomný hledět a jsou také naznačeny možné úhly pohledů, jak lze hledět na anglický vid, který je neodmyslitelnou součástí systému časů v anglickém jazyce. Následně je anglický čas přítomný popsán z jedné zvolené úrovně a analyzován.

Teoretická část čerpá z odborné literatury, zatímco praktická část zahrnuje 85 ukázek z knihy *The Magic Finger* od Roalda Dahla a dále 231 ukázek z knihy *On Beauty* psaná Z. Smithovou. Výsledky analýzy jsou prezentovány celkově ve čtyřech tabulkách a v 6 příslušných grafech. Výsledky jsou uvedeny jak v procentech, tak různých číselných hodnotách. Formálně je přítomný čas překládán do českého jazyka v 94 % pomocí časů, v 6 % bylo sloveso vynecháno. Souhrnně se přítomný čas překládal do českého jazyka 83% časem přítomným, 10 % časem minulým a 1 % časem budoucím. V práci ale byl dāl dán zřetel také na časovou sémantiku konkrétních použití v daných anglických podkategoriích a to bylo dáno do souvztažnosti k časové sémantice následných překladů do jazyka Českého. Ukázalo se, do jaké míry a kde formální a sémantické hledisko anglického přítomného času koresponduje či ne, s formou a významy příslušného času českého.